RLCF

REGIONAL LEARNING COMMUNITIES & FACILITATORS

When We Share, We Win

Train-the-Trainer Manual

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The Art Of Education

FUTURE BALLOONS
we take you higher!

bit management
member of bit group

"When we share, we win"

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Introduction

This manual is a complement to the Curriculum for Learning Community Facilitators and strives to make it easier for the facilitator to use and implement the curriculum. The Train-the-Trainer manual gives the facilitator implementation proposals and concrete method offers for the achievement of the learning objectives described in the curriculum.

The structure of the curriculum

The Curriculum for Learning Community Facilitators strives to empower facilitators, such as teachers and other educational actors, in their role as initiators and leaders of learning communities. The curriculum is developed on the basis of a catalogue of competences and skills needed for a facilitator in relation to networking and learning processes, in analogue as well as digital settings.

The curriculum is structured methodically as a blended learning concept. The course is divided into two parts (Phase 1 and Phase 2), each consisting of 2 different modules (e-learning and workshop). Each module contains 5 content units (CU). For each content unit, an overall learning objective is formulated, which in turn is divided into 5 fine learning objectives. These objectives are formulated in order for the participant to reach and work with the content at different levels: to understand, to explain and to reflect.

In total, the curriculum covers 100 learning hours. These are evenly divided between the 4 modules (25 h/module) and the 20 content units (5 h/CU). This means that each overall learning objective covers approximately 1 hour. In the e-learning modules, the participants complete a digital course based on individual studies and reflections and dialogues with other course participants. Each e-learning module is followed by a physical workshop (approximately 5 days) where the participants will be able to have face-to-face interaction with the other course members.

In relation to all Content Units there is a learning material containing theoretical input, practical examples, illustrations and/or animations and self-reflection/self-testing questions. In the CU:s connected to the workshops, there are also suggestions of exercises and dialogues in the presentations that can be used. Please observe that these need to be adjusted according to the specific context.

The structure of the Train-the-Trainer manual

The Train-the-Trainer manual is structured in a way that is intended to guide the facilitator in the implementation of the curriculum. First, it is divided into three overall parts based on the structure of the curriculum; what is important to think about in general in relation to the course as a whole, important issues in relation to the e-learning modules and important issues in relation to the workshops. The first part, General aspects, is divided into three headings linked to different stages of the preparation; before, during and after implementation. The parts concerning e-learning and workshop include specific aspects that are important to consider as a facilitator.

In order for the implementation of the curriculum to be successful, there are certain aspects that need to be regarded when using the Train-the-Trainer manual.

First, the different parts of the curriculum are to be regarded as parts of a process, rather than separate content parts. This means that the facilitator and the participants are part of a learning process built on relation, and that this relation is changed during the course. Therefore, it is necessary that the facilitator adapts a formative mindset in relation to the content, to be able to calibrate and adjust the material in a way that matches the learning process of the participants.

Second, the intention of the Train-the-Trainer manual is to "live as one learns". This means that, considering the focus for the course being to lead and participate in networks and to build learning communities, this is necessarily also modelled in the implementation of the curriculum. The activities that are proposed in the manual are part of this model - to listen, reflect, read, try out and be part of dialogues are all necessary parts to create a feeling of active and meaningful participation.

Third, although the curriculum is divided into different modules, they are parts of a whole that interacts with one another. It is important that the facilitator makes it possible for the participants to experience this interaction. What is done and understood in the e-learning module shapes what is able to be done in the following workshop. At the same time, lessons learned from dialogues and practical exercises during the workshop need to be included in the subsequent e-learning module.

General aspects

This paragraph describes aspects that are important to take into account concerning the course as a whole, for the e-learning modules as well as the workshops. It involves preparations before as well as after conducting a course or a session, but also aspects the leader needs to plan in order to create conditions for a co-creative course between participants.

Preparations before implementation:

1. The leader's preparations of leading the course - setting the direction

Get to know the curriculum, the content units and the respective learning objectives

The course syllabus and goals help you as a leader to find a direction and a relevant content in your planning. It also forms the basis for the expectations that the participants may have. Thus, it is important that the leader is well acquainted with the course syllabus and goals and that the different parts of the course are planned based on these. The leader needs to be confident with content and goals for each part but also to understand in what ways the different parts contribute to a whole. Bearing that image in mind, you can link parts together and help create a common thread and a context for the participants in the course.

Plan for activities and tasks - how do we reach the goals?

As a course leader, you must plan for how the participants will be able to reach the goals that are set for the different parts of the training. Therefore, the largest work effort is in a way done before the course begins. This work is best described as backward planning where you always need to start from the goals. This means that as a first step you need to think about what each participant should have done or learnt at the end of the course, and as a second step think about what activities need to be provided to be able to get there. Based on your pedagogical repertoire as a leader and your prior experience, you choose activities that contribute to approaching the goals in different ways.

Personal mastery as a strategy

This course is about developing your ability as a facilitator. In order to see one's own development in this learning and to be able to reflect upon it, ideas from a personal mastery are used (Senge, 1990,

2006). Personal mastery is about making conscious choices to increase one's ability to master different situations. Based on the course's general descriptions, the participants define their own goals for development. This makes the participants get a personal connection to the course and its content. In order to see one's own development, it is required that participants formulate their "current position" at the beginning of the course (see CU1 LH3). In relation to that description, the participants can then return to their starting point along the course and reflect on their learning. Participants can also exchange thoughts about their respective learning processes. At the end of the course, in CU20, all participants return to their formulated starting points and can hopefully see that they are now in a new "current position" and part of a learning process that involves new ways of thinking and doing in the role of a facilitator. Thus, as a course leader it is important to understand the importance of the "personal mastery" and create time for the participants to formulate their own development both individually and in groups. Personal mastery includes more than knowledge and skills, although these are a necessary foundation.

Create good relationships

As a leader, an important task is to create trust among the participants by consciously building good relationships. One way to do this is to learn the names of the participants. For a participant, being mentioned by name in the beginning of a course makes you feel included and being part of the group. If the leader is available for a while before or after an activity both you and the participants have the opportunity to get to know each other on a more personal level, which can also contribute to building good relationships. In the same way, you as a leader can have strategies for the participants to get to know each other. This can be done in different types of presentation exercises where the participants are encouraged to tell something about who they are or something about their professional role. The relational work builds a sense of security and a sense of belonging in the group which is important for the participants to be able to contribute and dare to share thoughts and personal experiences.

A learning leader

The role of a leader vis-à-vis a group can take many different forms. In a course like this, where the primary purpose is to promote learning, it is successful to step into the role of a learning leader. This means that the leader does not lead the course because he or she is an expert of the course content but because the leader has good abilities in planning and leading learning meetings. The difference between an expert leader and a learning leader is that you do not have all the answers, but rather seek

the answers together with their participants. A leader who is learning together with the participants will be able to contribute to a context where everyone works together towards learning.

2. Concrete preparations

Send an invitation with information about the course

An important task of a course leader is to create clarity for the participants before joining different activities. A written invitation is a good way to gather important information before a joint activity. An invitation can advantageously contain both practical information and information about the content of the meeting as well as information about expectations of the participants. Practical information can be about time and place for the meeting, but also guidelines on whether you as a participant may need to bring a computer or other materials. The information about the content of the activity/meeting can advantageously be formulated in short words, e.g. in bullet points. By being clear with the content, the course leader can create the right expectations among the participants before a meeting. As a participant, it is also safe to know in advance what the expectations are of me as a participant. This can involve information about whether the participants should have prepared something beforehand or if they will be expected to contribute during the meeting, for example, in various dialogues or other activities.

Create assignments to try out in between meetings

There is a benefit in linking the content of a course to the everyday practice of the participants. This could involve being given the task of trying out some of the content in your own practice between the different occasions of the course. It will be an important learning strategy where participants can try out the content of the course in different ways and then have the opportunity to reflect on it together with the other participants. This type of task needs forethought and since they are performed individually outside the actual training, the need for clear and well-communicated information is especially important. Advantageously, the course leader informs orally about such a task during the course to provide space to sort out any questions, but also supplements this with a written information that the participants can take part of when on their own. If you as a course leader know in advance that there will be several tasks like this during a course, it may be wise to inform about this from the start and then, in relation to each occasion, be more accurate with the details of each task.

Planning for participation and co-creation:

Create an understanding of the whole and a common thread

As a leader, you have the advantage of knowing and owning the whole as well as the individual parts of a course. That overall understanding is also important for the participants to achieve. If the participants get help to understand, for example, the purpose of different activities or how different parts are connected and based on each other, both motivation and participation often increase. This is an important task for the leader. Therefore, you need to plan different steps that clarify how the different parts are connected. An easy way to do this is to start a new part by first giving some feedback on the development or the contributions of the participants in a previous part. Another option is to let the group summarise the most important aspects at the end of one session, and then highlight that summary in the introduction to the next part.

Create situations where participants are actively involved in their learning

A recurring issue in this course is for the course leader to create situations that make the participants active. Simply put, it is about creating conditions for the participants to be able to make a piece of information or content into their own knowledge. It is seldom enough to hear someone tell you something for you to learn something new. You will somehow need to process that information and relate it to your previous knowledge and experience. An individual reflection or a dialogue with others about a content can contribute to a participant being able to make the knowledge their own. Another way could be to create some form of activity related to the new content. By asking questions about differences, the participants are "forced" to think one step further and formulate themselves in a different way. One way to do this is when the course leader asks the participants to rank the content in terms of what is perceived as more or less important. If possible, such a ranking can be made as a practical exercise, for example by the participants sorting paper notes with different concepts related to the content. It is important to point out that this is not about finding the "right answer" or that it is some form of competition, but just a way to actively take a stand and motivate your choices.

Provide time for meta-reflection

In order to co-create good training together with a group of participants, it is valuable to provide time for the group to think about what they have done together, such as a dialogue. A meta-reflection helps the group to create a distance towards the activity and to reflect on it together. The purpose and the

goal of the meta-reflection is to make visible the group's strengths and possible areas for development in terms of co-creation in order to continuously improve their joint work.

Plan for evaluation

As a leader, you have planned for content that in various ways will contribute to the participants approaching the goals of the syllabus. In order to be formative in the approach if it turns out that the planned parts do not contribute in the desired way, you need to find forms to follow up the work in different ways gradually and in smaller parts along the way. This can be done in many different ways and in different parts of the process. An example of an evaluation that can be done continuously in the training is that the leader after an activity where the participants conducted dialogues in small groups, collects some form of feedback in the whole group. This gives the leader an idea of whether the dialogue has contributed in a desirable way and can, based on that, make a decision on whether it is ok to continue according to plan or need to step back and further clarify some parts of the content. The leader also needs to plan for evaluation in a longer perspective. One way to evaluate a whole day, a week or a whole education is to ask the participants to formulate "Two stars and one wish". This means that each participant chooses two things that they have experienced positively, but also one thing that they think has the opportunity to be further developed. The principle of keeping the response in two parts positive and one part of development is often experienced well for both the giver and the receiver. Putting the emphasis on what works contributes to a good feeling where the participants can find energy to develop other parts. Formulating complaints and what a participant has not been so happy with as a wish or a possible area of development, makes the response useful for the recipient.

Work after implementation:

Provide follow-ups and evaluations

One of the advantages of leading a course that is carried out in several different steps and on several different occasions is that you as a leader can take advantage of the opportunity to be formative, i.e. evaluate successively and use the result to shape and reshape future parts in line with the goals of the course. This means that the leader needs to compile and analyse the data and feedback collected in previous sections. Based on the result, the leader can then decide on the content and form of future

activities. Keeping the participant perspective is always important and can complement the perspective of the leader.

Give feedback to participants

A course is in a way a collaboration between the course leader and the participants, the course is co-created based on the participants' different roles. To clarify this collaboration, feedback can be a useful tool. This means that the leader shares information about his or her evaluation with the participants. The participants get to know something about what the evaluation shows and in what ways it will be important for your joint work onward. Such feedback can be made before or as part of the next session. It is worth noting that participants in an e-learning part may need more information in the feedback as it becomes important for the feeling of participation in a digital context that is largely based on individual work.

Create a shared memory through documentation

Documentation of various kinds is important both for you as a leader and for your participants. The leader needs to take a stand on what is relevant to document and in what way. A simple way is for the leader to share the powerpoint presentation used at a course session. This can serve as a shared memory for all participants. In the same way, the leader can compile selected parts of content that the group creates together to make it accessible to everyone, for example by photographing a mind map or summarising the key points from a joint dialogue in writing.

E-learning

This paragraph describes aspects that are important to take into account concerning the parts of the course that are conducted in the form of e-learning. The participants complete this part of the training on their own and the interaction with other participants takes place mainly asynchronously. Typical content in the digital parts is reading relevant material, written reflections, shorter inspirational films, written interactions with other participants and assignments to try out in one's own professional everyday life.

Preparations before implementation:

Create clear instructions that are self-instructing

A basic prerequisite for implementing the e-learning parts is that there is a reliable digital arena that the participants can access. Once this is in place, the course leader's challenge is to create clear instructions so that all participants understand what is expected of them and know what to do. Conveying the right amount of information is a delicate balancing act. Too short explanations do not help the participant's understanding, but there is also a problem of giving too long explanations where the reader gets lost. The basic rule is KISS, Keep It Simple Stupid. It is always desirable that instructions are tested on other people before being published. It is difficult for someone who already knows what is meant, to determine the degree of difficulty of a written instruction. Feedback from a test person can help the course leader to earn a lot of time in the next step.

Communicate the purpose of different activities

In addition to the participants understanding what to do, they also need to have an idea of why it should be done. Therefore, the course leader needs to provide short descriptions of the purpose of each part of the course. For this work, the curriculum with its expressed learning objectives is of great help. The participants should also understand something about the progression of the course. When given the possibility to see patterns in the course ('the red thread'), an understanding of the whole is created instead of the feeling of "Just One Damned Thing After Another". When the participants understand the underlying aims and the course as a whole, the motivation for and the confidence in the design of the course is strengthened. This creates good conditions for learning.

E-learning

Create a Sense Of Coherence - SOC

A challenge during the e-learning modules may be that the participants feel isolated. It is therefore important to actively plan for establishing a sense of coherence between the participants - a feeling of being part of a whole. This can be done in many ways, e.g. by designing a graphic framework that contributes to recognition and with recurring assignments to give and receive feedback. Perhaps most importantly, the participants need to be addressed personally and have the possibility to introduce themselves and get to know each other during the first e-learning module. In the second e-learning module, it is important to maintain and build on the relational ties created during the first e-learning and workshop modules. For courses in general, content, form and relationships are essential parts. When designing a digital course, too much focus is often put on the content. However, it is through form and the development of good relationships that a course becomes something more than just an individual learning.

Plan for appropriate digital tools for interaction and participation

Today, there are many digital tools on the market free of charge, with the purpose of creating interaction and participation. When choosing digital tools, it is important to bear in mind that the participants will not necessarily perform the same tasks at the same time. Therefore, the course leader needs to assure that interaction is made possible regardless of when the participants are introduced to and in use of the digital tool. The biggest challenge is probably when the first participant enters a digital tool, as it is difficult to feel participation on your own. Therefore, the course leader needs to ensure that there are tasks prepared in advance, e.g. excerpts of text that are to be read and reflected on. This preparation can also be a way for the course leader to set the tone for the various interactions.

Other issues that need to be accounted for concerns for example what responsibility the course leader should take for the content published in the digital tool and how frequently the course leader should take part in the digital dialogue. However, these challenges should not constrain the use of digital tools as these are a fantastic opportunity to create participation and the possibility to learn from each other.

Create adequate and reasonable assignments where participants can practice theoretical input

It is easy for course leaders to become ambitious and, in the greatest good sense, create extensive assignments for the course participants. Therefore, it is important to consider the time frames for the curriculum and create assignments based on these. Time needs to be assured for the participant to

understand what is to be done, to plan and perform and to reflect. This is especially important in relation to the parts of the course when the participant is given the task of trying out newly acquired theoretical insights in practice. In order for these tasks to be perceived as inspiring and meaningful, it is required that they are not too extensive and that they are feasible even though the participants are parts of widely differing practices. Being able to "take the road via practice" is beneficial not only when performing a task but also when the participants get the opportunity to meet in a following workshop where they are able to share concrete experiences. In summary, the opportunity to practice theoretical input is important for the course as a whole, and thus requires an extra responsibility on the course leader to ensure that these assignments will be possible to complete.

Plan for variation

In all educational contexts, it is important to create a form that is characterised by variation, e.g. between reading and writing, listening and talking, individual work and work in groups or between digital and analogue settings. This must be taken into account, not least in the e-learning module where there is an imminent risk that learning is perceived as monotonous and boring instead of creative and inspiring. Therefore, the course leader must assure that variation is offered both in relation to each content unit and to the e-learning module as a whole. Planning for variation in a digital setting is thus a design work where the course leader needs to switch focus between parts and the whole. Of course, variation is not an intrinsic value per se, but in order for the participants to understand and use the content of a course and to develop new abilities, variation is required in relation to the content as well as the forms of implementation. The key is, as written previously in this manual, to vary the focus of attention. To use a metaphor, it is only when the menu for the next few weeks is planned that the chef realises that the balance between meat and fish needs to be adjusted.

Create a connection between modules

The e-learning modules are in themselves important for the participants' learning and development. At the same time, it is important that the participants see the connection that exists between the e-learning and workshop modules. What is done in the first e-learning module conditions what is possible to do during the subsequent workshop. At the same time, lessons from dialogues and practical exercises during the first workshop module are included in the following e-learning module.

Also when it comes to establishing good relationships, it is important to use the connection between the different modules. When the participants meet during the workshop, there are already established

relationships and a common pre-understanding, which will benefit the implementation. Likewise, with strengthened relationships in the face-to-face meetings during the workshop, new dimensions and possibilities are created for integration during the e-learning. The course leader can use this interaction to strengthen the motivation of the individual and the group. "What fun it will be to see each other at the workshop after reading the other participants' reflections or taking part in self-recorded videos" and "How nice it will be to come home from the workshop and in peace and quiet get to reflect and try out the content of the course in my own practice. "

Workshop

This paragraph describes aspects that are important to take into account concerning the parts of the course that are conducted in the form of workshops. These parts are carried out in a physical place where the leader and the participants meet. Meeting physically includes many opportunities that do not exist in the e-learning parts. Thus, it is important to consider these opportunities and take advantage of them. The feeling among the participants should be that the physical meeting provides an opportunity for new activities and insights that would not have been possible to carry out individually at home. One advantage of the workshops is that the communication takes place synchronously. Therefore, it is important to prioritise dialogue and interaction. It is also easier for the leader to get a feeling of the group and adapt content and form based on the needs of the participants. The leader performs a balancing act between following a good plan and adapting to the participants' situation. Therefore, the workshop should be characterised by a compliant and formative leadership.

It is also important to consider the workshop as a part of the larger course. The workshop should be based on and benefit from what has been done during the previous e-learning part. The first workshop should also clearly lead into the subsequent e-learning part.

Preparations before implementation:

Plan for participation and variation

As previously stated, it is important that the dialogue plays a central role during the workshop. With the help of various forms of conversation, the leader can contribute to creating a democratic conversation where everyone has the opportunity to contribute to the dialogues. A fixed form of a conversation distributes, for example, the speaking space between the participants in the group. It is common for a workshop to be too information-dense. Perhaps you recognize the feeling "There is so much important stuff that I want to include". If the participants are to be given the opportunity to translate content into learning, recurring dialogues are required. The dialogues can be open but should be guided by the desired purpose. A good basic idea is to create questions for the dialogues that deal with differences, such as "What did you take with you from the previous information?" or "What abilities are especially important in becoming a good conversation leader?". Another important aspect is that there is a conscious variation in forms of dialogue. It is not enough for the participants to talk in

pairs over and over again. The leader needs to choose different forms of dialogue based on the desired purpose. Variation is achieved through group size, role distribution, time and task or question. Giving time for individual reflection is also important to bring about good dialogues and learning. To ensure this, it is required that already in the planning take into account the aspect of variation. Planning for a workshop thus becomes a form of design work.

Create a balance between input and dialogue/reflection

In the implementation of a training, it is wise to use both elements in the form of input, where the participants have a passive role, as well as elements of dialogue and reflection, where the participants are active. It is important that the leader plans the balance between these, both to create a good variation over time, but also to create good conditions for learning among the participants. A short reflection and dialogue can be used as a strategy to give participants the opportunity to make new information their own. Therefore, it may be wise to plan short reflection moments or dialogues in sessions with a lot of input.

Create a timetable

It is much easier to be flexible when there is well-thought-out planning to relate to. Therefore, the leader should in advance create a timetable that describes content, form and time. The timetable makes it possible to get sight of the whole and distinguish patterns, which gives the leader information about what may need to be adjusted before implementation. Perhaps you realise when you look at the timetable that a certain content needs to be shortened or that the dialogues need to be varied more. It is only when you see the map (the timetable) that you can evaluate the terrain (your planning).

Another important aspect is time. A recurring challenge for many leaders is that they did not have time for what they intended. By creating a timetable, the leader gets an idea of what is a reasonable amount of work for the session. In the beginning, it is difficult to estimate how much time is needed for different tasks, but through training, the leader adopts the ability to predict the time required for different activities. After the workshop, the timetable helps the leader to evaluate the planned session and learn from the actual time required. It can also be a challenge for leaders to have too much time. If the leader suddenly stands with his group without knowing what to do with the remaining time, it can create a feeling among the participants that the leader has no control over the meeting. There is a great risk that the meeting time is used for activities that fall outside the purpose and that do not feel relevant to the joint work. Some people probably claim that you do not have to spend so much

time on planning but that it is just a matter of "doing". This is of course dependent on the leader's prior knowledge and experience, but in most cases the quality increases with good planning. In addition, the vast majority of participants appreciate coming to a workshop that they experience as prepared, well-planned and where you have time for what has been planned and last but not least ends on time.

Create a presentation

Based on a created timetable, the next step is to create a Powerpoint / Keynote / Google presentation or equivalent. In the Learning Material you are provided with an example of a presentation that you can use. This can and must be adjusted to the specific context you are in. The presentation helps the leader in sticking to the planning that has been done in advance and contributes to the participants feeling that the content is well planned. It also gives the leader a greater opportunity to focus on the participants. At the same time, there is a risk that the presentation contributes to an increased mental distance between leaders and participants. A presentation easily invites the leader to get caught up in the form "one person talks to a group". Thus, the presentation should include recurring opportunities for reflection and dialogue for the participants. The amount of text should be carefully evaluated so that it complements what is said and does not just become a script to read. Images, graphic objects and animations contribute to a pleasant presentation, but the principle "less is more" should be considered.

Prepare materials for the different parts

The strength of a workshop is that participants (and leaders) meet in the same room. There are many opportunities to use the power of such a meeting. Digital tools such as Mentimeter can help to visualise both a diversity of opinions and common goals. Digital tools are handy and easy to use both for the leader and the participants and today there are a number of different digital tools to use free of charge. However, it is often appreciated by the participants to also work with concrete and practical material. For example, it can be about sorting and evaluating statements on pieces of paper based on different perspectives or collecting ideas and thoughts on post-it notes. When participants meet in a physical room, a printed material often provides an additional dimension in various forms of dialogue. Hopefully, the material can also be reused on several occasions to prevent unnecessary waste. Regardless of whether you as a leader decide to use digital tools or analogue materials, it is important to set aside time in advance to prepare for the meeting. From the participant's perspective, there is a big difference coming to a meeting where the leader has prepared practical material or clear

instructions for digital tools compared to coming to a meeting where the leader needs to spend time finding the right materials or for setting up accounts for digital tools.

Plan for the setting

When does learning and the best dialogues happen? During the different activities in the training itself, of course, but it is also important not to underestimate meetings between participants in more informal contexts. For example, it can be right before, during or after a break. Therefore, the facilitator should also think about the design of the more informal parts of a meeting. Is there anything to eat and/or drink during the break and what does the area for informal meetings look like? These informal situations are one of the biggest differences compared to the E-learning parts, which makes it possible to reinforce the added value that the participants experience by meeting in the same geographical location.

There are also many considerations to be made when it comes to the room used for the training itself. The furnishing of the room gives signals to the participants both on a conscious and unconscious level. Many times a ring or semi-circle is an appropriate setting for an educational training like this. The ring signals that the dialogue is central and that the participants are equal. In some situations, furnishing in smaller groups may also be suitable. As far as possible, furnishing the room as a classical lecture setup should be avoided as it is not in line with the content of the course. Chairs standing in a row facing forward towards a stage or lectern do not encourage dialogue and collaboration among participants. A course or training will be at its best when the content is also followed in the practical implementation. Therefore the leader should arrange the room's furniture in a suitable way well in advance of the participants' arrival. If the chairs are placed in a circle before the meeting starts, the participants usually accept this. This can be compared to if the leader asks the participants during the meeting if they think it would be good to sit in a circle, then they are more likely to decline. In addition to planning for the furniture, the leader should also test the technology that is to be used. If furniture and technology are in place well in advance, the leader can calmly be part of the important informal meetings when the participants arrive.

To think about during implementation:

Keep the purpose in mind

It is often tempting to linger on a question or in a dialogue longer than planned. Many times it can be justifiable, but as a leader it is important to value this time compared to the time taken away for other activities. The same participants who are happy to stay in a dialogue are also interested in ending within the specified time. As a leader, it is natural to want to give the participants time until they feel done in a dialogue, but many times an extended dialogue does not contribute to more learning. This dilemma of being compliant with the group while keeping the planning is a big challenge as a leader. With increased experience, the ability to plan "just enough" time for various parts of a meeting or training becomes greater, which reduces the need for changes during the actual implementation. A good tool for balancing decisions like these is to always have the purpose and goal of the meeting close at hand.

To think about after implementation:

To reflect on the meeting

A facilitator who leads other people's learning is also in constant learning him/herself, about the art of leading learning communities. In order to make visible and take advantage of this learning, it is important to take the time to evaluate a training session or meeting and to write down thoughts and reflections about what happened and why. An easy way to do this is to make a personal journal with some simple headings, for example "What happened?", "What do I think about this?", "What is good to do in the next step?". These reflections can become a valuable basis for future planning, and help the leader to find a balance between maintaining command of leadership and sensing the needs of the group. To one extreme is the leader who only focuses on himself and his planning regardless of the situation in the room. If you ask such a leader if the training went well, they often answer: "Yes, I did what I had planned for and got to say what I wanted.". If you ask the same person about what happened in the group and what they learned, the answer is often "I didn't think about that.". To another extreme is the leader who, in his desire to meet everyone's wishes and needs, loses both time, leadership and responsibility for the content. This balancing act is, as described, challenging but extremely important to achieve a good workshop.

The Project

Our project vision is to create vibrant local, regional and European learning communities, fueled by Regional Learning Facilitators. We need new organizational concepts and ownership of issues and concerns from the crowd. Our approach lies in analogue and digital networking and support structures that take into account the value of informal networks. The key message of the project is:

"When we share, we win"

Results

1	2	3	4
REPORT AND POLICY PAPER on the future vision on European cooperation in school education	An INNOVATIVE CURRICULUM for learning community facilitators	LEARNING MATERIALS for learning community facilitators	A UNIQUE MATCHING and COLLABORATION PLATFORM for regional learning peers

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